



Social Media Analytics, Listening and Engagement
(AdPR 5750/7750; Spring 2024)

Mondays (all sections) - 1:50-3:50 - Lab 108

Monday (CRNs 67219, 68815 - Itai) - 4:10-6:10 - Lab 108

Wednesdays (CRN 67220 - Karen and Max) - 1:50-3:50 - Lab 108

Instructor

Dr. Itai Himelboim

Email: itai@uga.edu (please do not contact via ELC)

Office hours: **Mondays 9:30-10:30** (with prior email) and by appointment

Lab: Monday (CRNs 67219, 68815) - 4:10-6:10

SEE Suite website: <https://seesuite.uga.edu/>

Lab instructors: Wednesdays (CRN 67220) - 1:50-3:50

Karen Sanchez

Email: kar51542@uga.edu (please do not contact via ELC)

Office hours: **Tuesdays 10:00-11:00 and by appointment** (in Lab 108)

Sihao (Max) Zhou

Email: sz24301@uga.edu (please do not contact via ELC)

Office hours: **Tuesdays 1:30-2:30 and Thursdays 11:00-12:00 and by appointment** (in Lab 108)

Goals and Objectives

Social media plays a key role in campaigns and the daily work of marketing, public relations and advertising professionals. This class will integrate the growing research in the area with the social media practices in these industries. It will focus on the three underpinnings of a successful social media activity: Analytics, Listening and Engagement:

Analytics: Understanding social media metrics, measurements and evaluations. In studying social media, one objective of this class is to help students make a conceptual shift from thinking about groups of primarily passive audiences to individuals who consume, create and exchange content. This calls for a focus on patterns of interactions among users on social media to identify communities and influential users within topical contexts. Some of the applications that will be used are Brandwatch, Facebook Analytics, Twitter Analytics, and Excel.

Strategic listening. We will use a range of social media monitoring services and data collection tools to follow targeted social media conversations. This availability of large data requires a strategic and prioritized listening. Strategic listening means monitoring posted content in the context of users' social interactions, focusing on key users and communities. Brandwatch listening platform will be used in class.

Engagement. Students will work throughout the semester to evaluate social media presence and activity of an organization of their choice. Students will study the social media environments of their area of interests, evaluate the success of their activity and write a report.

This class will have three components and related learning outcomes:

- (1) In class: We will learn about the role of social media in campaigns and the daily work of marketing, public relations and advertising professionals. We will review social media-related research, including successful and unsuccessful engagement tactics, including case studies of campaigns. The analytical mechanisms and measurements will be introduced, providing the foundations for the lab activities.
- (2) In labs: you will follow handouts and learn to use a variety of social media analytics and listening tools to collect and analyze social media data.
- (3) Group projects: each group will select an area of inquiry and will measure, listen and evaluate related activity on social media for an organization or topic.

This class emphasizes **Grady College's Professional Values and Competencies**, including students' ability to:

1. Present images and information effectively and creatively, using appropriate tools and technologies.
2. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
3. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.
4. Effectively and correctly apply basic numerical and statistical concepts.
Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
5. Apply tools and technologies appropriate for the communications professions in which they work.

This class also emphasizes these **AEJMC's Professional Values and Competencies**.

Competencies VI through X are inherent to each and every learning component as well as to the assignments.

- I. Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- II. Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- III. Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- IV. Present images and information effectively and creatively, using appropriate tools and technologies;
- V. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- VI. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- VII. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- VIII. Effectively and correctly apply basic numerical and statistical concepts;
- IX. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- X. Apply tools and technologies appropriate for the communications professions in which they work.

Readings

No textbook is assigned for this class. All readings are available as hyperlinks in the weekly schedule part of the syllabus below. Tutorials are often available via hyperlinks in the handouts.

A wide range of readings such as trade journals articles, academic research, web-pages, white papers, video, and audio clips will be assigned. For each assigned piece, you will find a date by which you are expected to have completed your reading. For many of you, this will be the first time you haven't been assigned a textbook for this type of course. This course is going to require a different type of learning. With the readings, you will want to identify the main points in each article. Write them down. In class, ask questions if you have any. After class, update your notes and compare them with those of your classmates. This will help you understand the content.

Attendance

Attendance is required for lectures and labs. For Monday lectures, scan the QR code posted in Studio 100 and complete the Google form. Contact Dr. Himmelboim or your lab instructor **ahead of the lab/lecture** if you need to be absent for some reason. See more details in the “Other procedures” at the end of this syllabus.

Working with Professional Mentors

Students at the Social Media Analytics, Listening & Engagement class (AdPR 5750) get to work with alumni and friends who are social media professionals in a wide range of industries. Our professional mentors provide much needed insights for students about the practical implications of social media analytics and give feedback on students’ reports. Each professional mentor works with one team of students.

Student’s success indicator: By the end of the semester, students will summarize major feedback received from their mentors and show how they implemented each one in their final report.

Group Projects

As in most jobs that you will have after your graduate, you will work in a team. Work with your teammates to address any workflow issues. If you need help, loop me in early enough, so I can assist.

You will assign yourself to a team in the first week of class. Update your team info on the [Group Projects](#) Google Doc, by lab, using the following format:

Your Organization

Team member 1: Name, email, cell phone number (if you wish) - Scheduler/“Closer”

Team member 2: Name, email, cell phone number (if you wish) - Copy Editor (text)

Team member 3: Name, email, cell phone number (if you wish) - Designer (visual)

- Each member should have a unique role in the team, which includes a *Scheduler/“closer”* who is responsible to make sure that meetings are scheduled routinely within for the team and (as needed) with me and review the assignment before submission against the guidelines; a *Copy Editor*, who reviews the report’s text and numbers carefully before submitting, and a *Designer*, who will take over putting the content together in Canva, In-Design, etc., ensuring visual consistency across the report (no need for special designing skills here).

Assignments and Grading

Format. You can choose one of the following three options:

- An InDesign customized report, visually tailored to your organization. Preferred.
- Free software as [Canva.com](https://www.canva.com)

Regardless of your format selection, make sure you include the SEE Suite logo, website and Twitter handle on the first and last pages.

Most importantly: Impress!

- No Word Documents (except for assignment 1)

Delivery. All assignments should be sent via email to your lab instructor.

Files should be named: **Class - Assignment X - Topic**

- E.g., 5750-Assignment_1-Himmelboim_Smith-Planned-Parenthood

Assignments & Grading

- [Assignment 1](#): Client Profile: Get to know your organization (10%; Satisfied/Not satisfied).
 - ◆ Follow the SEE Suite on [LinkedIn](#) and [Instagram](#)
 - ◆ [Authenticate](#) with Brandwatch.
- [Assignment 2](#): Earned Data & Theme Analysis - Organization & its Peer Organizations (10%; Satisfied/Not satisfied).
- [Assignment 3](#): Reaching out to new audiences - Topical Conversations & Custom Classifiers (10%; Satisfied/Not satisfied).
- [Assignment 4](#): Brandwatch certificate (5%; Satisfied/Not satisfied).
- [Final report](#) (including [new tools learned](#))
 - ◆ [Final presentation](#)
 - ◆ Teaching Effectiveness: [Summary of feedback provided by mentors and its implementation](#) (lose 5 points if not submitted)
 - ◆ (60%; fully graded)
 - ◆ Failure to attend the final presentation will result in a drop of 5 points.
- Peer evaluations (5%). **Failure** to complete peer evaluation on time will result in **losing all 5 points**. Otherwise, your score here will reflect the **average** of your peers evaluations (on a 1 to 5 scale). **Will be sent to you after the final project deadline.**

* For Satisfied/Not satisfied assignments.

↔ Delivery

- All assignments should be emailed to your lab instructor. One per group. CC your

group-mates. **All assignments are due at 5pm.**

- Name files using class name, assignment number, group topic/organization (e.g., AdPR5750-Assignment2-WWF).
- Use the same file name for your email subject line.
- Include team members names and group topic/organization on each assignment.
- 25% of the points will be **lost** for not following these submission guidelines.

I plan to use the following cutoff threshold (although, I reserve the right to make changes):

A: 95%-100%; A-: 91%-94%; B+: 88%-90%; B: 84%-87%;

B-: 81%-83%; C+: 78%-80%; C: 74%-77%; C-: 71%-73%;

D+: 68%-70%; D: 64%-67%; D-: 55%-63%; F: Under 55%.

* We may make adjustments to final grades to keep grades consistent across sections.

Weekly Schedule

Module 1 - Getting to Know your Organization

Week of 1/8

- Class: Welcome and class procedures & Introduction: owned and earned data
[[Presentation](#)]
- Intro to [Assignment 1](#)
- Lab: choose groupmates, find, explore and choose your nonprofit organization
[[Presentation](#)]
 - [Authenticate](#) your Facebook with Brandwatch
- Into to next week's Lab [[Presentation](#)]

By Friday 1/12 at noon - Self-assign into teams and update [Group](#) Doc.

MLK Day (1/15) - No Class

Week of 1/16

- Watch: [AdPR 5750 - Brandwatch Intro Video](#)
- Watch: [AdPR 5750 - Using Brandwatch Tutorial](#)
- Lab: Welcome to Brandwatch! Explore components and metrics in a sample dataset
[[Presentation](#)]
- Exploring Brandwatch
 - **Monday's lab - Work remotely (complete by Monday the 22nd)**
 - Wednesday's lab - In lab

- [Module 2 - Part 0 - Exploring Brandwatch Components](#)

Module 2: Earned Data - Your Organization and its Comparable Others

Week of 1/22

- Class: Social Listening - Earned Data, Searches & Conversation Types [[Presentation](#)]
- Labs: [Module 2 - Part I - Organization Earned Data - Boolean Queries](#)
- Labs: [Module 2 - Organization Earned Data - Part II - Create Data Queries on Brandwatch](#)
- Start with [Module 2 - Organization Earned Data - Part III - Setting up and exploring your Cross Platform Dashboard](#)

1/26: Assignment 1 is due (Client Profile)

Week of 1/29

- Class: Computational Analysis - Sentiment Analysis & Users' Characteristics [[Presentation](#)]
- Read: González-Bailón, S., & Paltoglou, G. (2015). [Signals of public opinion in online communication: A comparison of methods and data sources](#). *The ANNALS of the American Academy of Political and Social Science*, 659(1), 95-107.
 - You will need to login with your UGA credentials to access the article.
- Lab: Setting and exploring your organization's earned data
 - [Presentation](#)
 - [Module 2 - Organization Earned Data - Part III - Setting up and exploring your Cross Platform Dashboard](#)

Week of 2/5

- Class: Social Media Data Visualization - [Class Activity \(PDF\)](#) & [Responses](#)
* **ACEJMC Competency IV**
- Watch these short but useful LinkedIn learning videos
 - [Illustration and iconography](#)
 - [Typography](#)
 - [Position, size, color, contrast, and shape](#)
 - [Importance of scale](#)
 - [Legends and sources](#)
 - [The right paradigm: Basic charts](#)

- Lab: Hands-on activity: [Module 2 - Organization Earned Data - Part IV - Theme Analysis Using Categories](#)
- Lab: [Presentation](#)

Week of 2/12

- Class: Influential Users [[Presentation](#)] and Actionable Insights & Recommendations [[Presentation](#)]
- Labs: [Module 2 - Organization Earned Data - Part IV - Theme Analysis Using Categories](#) (cont')
 - Analyze your Organization dataset
- Lab time: Findings and reporting key insights [[Presentation](#)]

Week of 2/19: Social Media and Ethics

* ACEJMC Competency II and III

Class: [Assignment 2](#) - Q&A

Lab: Peer organizations analysis

- Presentation: [Peer Analysis](#)
- [Module 2 - Part V - Peer Organizations Earned Data](#)
- Create Peer organizations graphs: [Excel Handout](#)

Week of 2/26

Class

- Class: Social Media Ethics (New Schedule Update)
 - Guest speaker - Dr. Bryan Trude

Readings

- [Ethical data usage in an era of digital technology and regulation \(McKinsey & Co.\)](#)
- [7 Principles of GDPR \(ICO\)](#)
- [Ethics and data protection - European Commission](#)
- [CBS News - GDPR and how will it affect digital privacy](#)
- Lab: Peer Analysis (Cont') and wrap up assignment 2

Spring Break - March 4-8

Sunday 3/10 at midnight: Assignment 2 is due

Module 3 - Expanding your Social Media Audience

Week of 3/11

- Class: Generating Recommendations & Strategy from Social Data
 - Guest Speaker: Allyson Doker, Senior Manager of Social Media at Invesco US
- Lab: Topic Conversation and creating your Topic queries [[Presentation](#)]
- Lab: [Module 3 - Part I - Create your Topic Query](#)

Week of 3/18

- Class: groups projects work in the SEE Suite
- Lab:
[Module 3 - Part II - Cross Platform Topic Data Analysis](#)

Week of 3/25

- Class: Owned and Paid Social
 - Guest Speaker - Nikki Barjon is Managing Director at The Brandshoppe
- Read: “Internal social media analytics tools” in Brandwatch’s [The Best Free and Paid Social Media Analytics Tools](#)
- Read: [How to Use Facebook Insights and Analytics to Boost Your Social Media Marketing Strategy](#)/Social Sprout.
- Lab: [[Presentation](#), [Presentation](#)]
- [Module 3 - Part III - Themes Analysis using AI - Setting up Custom Classifiers](#)
- [Module 3 - Part IV - Themes Analysis using AI - Reporting Information from Custom Classifiers](#)

Week of 4/1

- Class: Town hall
- Class and Labs: Wrap up Assignment 3

4/5 Sunday April 7 Assignment 3 is due at midnight

Module 4 - Learn new analytics tools

Week of 4/8

Lab: [Lean new analytics tools](#)

Week of 4/15, 22 - Group work in class and labs

- [Class notes](#)
- Work on Final Reports
- Course evaluations in lab (eval.franklin.uga.edu)

4/26: Final Presentations (Google Slides) are due
Send to Karen (karen.robayosanchez@uga.edu) by midnight

****NOTE:** Please enable a link so that “all people” can edit.

****NOTE:** Please submit using this subject line: AdPR5750 - Final Presentation - ‘group name’ - ‘lab instructor’

(i.e., AdPR5750 - Final Presentation - Nat Geo - Max-Karen’s Lab)

4/29: Final Presentations (1:50-4:50)

4/29: Final Project are due at midnight

4/29: Brandwatch Certifications are due at at midnight

(submit certification via ELC Dropbox, Assignment 4)

Course Evaluation (Please complete!)

Learn from others at the [SEE Suite website!](#)

Notice: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Unless specified otherwise, all assigned readings are required and can be found on ELC. Further readings may be assigned throughout the semester.

Other procedures

Attendance. You are expected to attend each and every class and lab. Be on time. If you must miss a class, please contact me (or your lab instructor) *ahead of time*. We have three excused reasons to miss class: (1) you’re not feeling well. Provide a note from your doctor. (2) Job interviews. Provide a relevant letter or email. (3) If you need to miss class to observe religious holidays or for other religious-based reasons, just let me know ahead of time. If you do not show up for class or lab and do not contact me ahead of time and receive approval, your final grade may be reduced by one-half letter grade for every three absences of a lab or a class.

Lab. Lab facilities and software are for class purposes only. Use computers for class-related activities only. You will receive access to software that you can use for any computer with Internet access. Same rules apply here. Use it only for class purposes.

Feedback. Your feedback is very important to the success of this class. From time to time I will ask for your feedback in writing, but please feel free to contact me at any time during the semester and express your experiences and concerns. I cannot promise to meet each and every request, but I promise to take all feedback seriously. At the end of the semester, please follow this URL for course evaluations: eval.franklin.uga.edu.

Coming Late. Please do not. You must come to class on time to receive its full benefit. To avoid interference to class, the instructor and guest speakers, latecomers may not be allowed to class in the first 10 minutes.

Teamwork. As in most jobs that you will have after your graduation, you will work in a team. Work with your teammates to address any workflow issues. If you need help, loop me in early enough, so I can assist.

Mobile computers and phones. Cell phones must be turned off before class. Laptops must be used for note taking and class activities only. The use of laptops in class is a privilege, which can be revoked if misused.

Holidays. Many students commemorate various events that are of importance to their particular religions. I will make every reasonable effort to allow students to observe their religious holidays without academic penalty. Absence for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who miss classes, examinations, or other assignments as a consequence of their religious observance will be provided with a fair alternative opportunity to complete such academic responsibilities. Students must provide the instructor with reasonable notice of the dates of religious holidays on which they plan to be absent.

Challenging your Grade. Put your graded work aside for 24 hours, then read my comments carefully. Keep the assignment's guidelines in mind. Articulate a rational argument(s) as to why you deserve a better evaluation. Send me your assignment or exam email with your dispute, and find a time to meet and discuss your concerns.

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Academic Honesty. Academic honesty is a fundamental principle of this course, encompassing the importance of integrity, transparency, and ethical conduct. As students, you are expected to submit your own original work, as individuals or as a team, giving proper credit to external sources when necessary, and avoiding all forms of academic misconduct, such as plagiarism and cheating. Upholding these principles fosters a culture of trust and respect, ensuring a fair and equitable learning environment where each student's achievements reflect their genuine abilities and efforts. Familiarizing yourself with the course policies and abiding by the principles of UGA's academic honesty will not only promote personal growth and critical thinking but also contribute to the collective pursuit of knowledge within our academic community.

Generative AI. UGA's [academic honesty policy](#) states: "Giving or receiving help for assignments without prior approval from your instructor. During any assignment, any help (such as books, notes, calculators, technology, internet resources, or conversations with others) is considered unauthorized unless the instructor explicitly allows it." Generative AI is not banned in this class, however (1) it should be used in a way that violates UGA's [academic honesty policy](#), and (2) **you must disclose any use of Generative AI**. In other words, don't cheat and always present your own work, your own analysis, your own interpretation of the analysis, based on the data that you collected. If Generative AI helps you, it is ok, as long as you disclose when and how you used it.

Wellness Statement. This policy statement was added as a requirement during the Spring 2020 semester. UGA syllabi are expected to include the following statement:

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Additional accommodations. Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with the instructor as soon as possible.

Grady College Career Services

Grady College partners closely with the UGA Career Center to provide comprehensive career development and support to Grady students and alumni. These services are available to all Grady graduate, undergraduate and Intended-Grady students. We strongly recommend that you take advantage of the career services available to you early and often to help you meet your goals.

The Career Center supports students through every stage of their career development. Grady students have access to a dedicated Career Consultant to help them with all their career questions.

Here are some top career resources for Grady students:

Career Drop-In Hours in Grady: Meet with Whitney Denney, Career Consultant for the Grady College. Every Tuesday and Wednesday from 1:00 p.m. - 3:00 p.m. in Journalism 309-D.

Handshake Job & Internship Search: Find job and internship listings for UGA students, research employers and find career fair information at <http://uga.joinhandshake.com>. Tip: Click on the “Jobs” tab and use filters to search for positions. Click “Create Search Alert” to get an email when new jobs are posted that match your search criteria.

Grady Job Leads Listserv: This listserv highlights opportunities specifically for Grady College students, often alumni and other industry contacts who want to hire you! You will receive a weekly Jobs and Internships newsletter for Grady College students, which compiles internship and job opportunities relevant to Grady majors. You will also learn about employers visiting campus and visiting the Journalism Building. Join at <http://grady.uga.edu/about-grady/listserv/>.

Career Guide: Resume and cover letter samples and tips, networking guidance, digital portfolios, LinkedIn help and more. http://career.uga.edu/resources/career_guides.

Career Center Services: Resume and Cover Letter Critiques, Mock Interviews, Job and Internship Search Strategies, Statement of Interest, Networking, LinkedIn, Digital Portfolios, Choosing a Major/Choosing a Career, Salary/Benefit Negotiation, etc.

Contact the Career Center at: 706-542-3375 | career.uga.edu